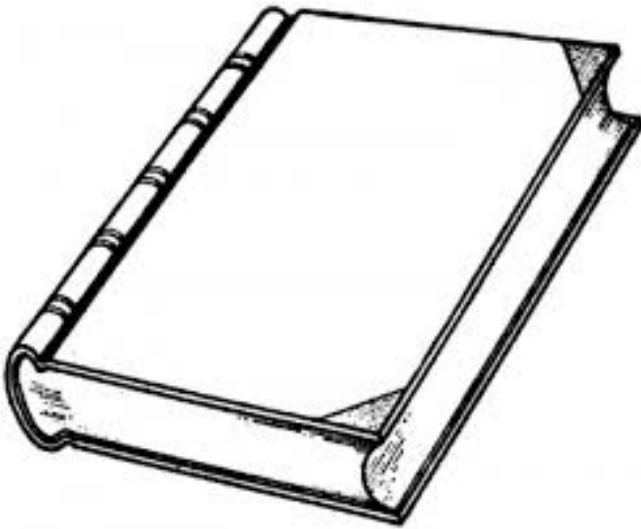
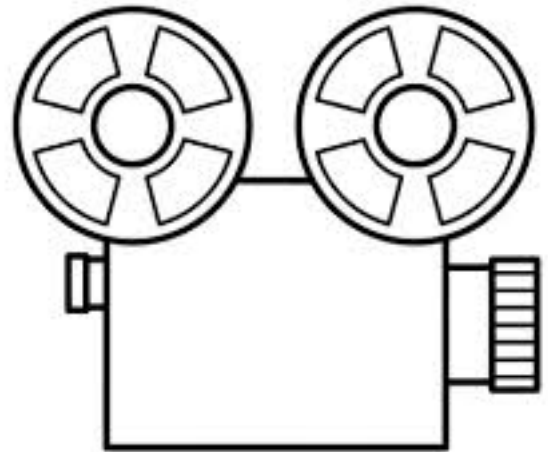


Resource S - Week 6 Lessons 1 & 2: Book vs. Movie

Name _____

Date _____

Directions: Write under the book things that you have seen happen in the book that did not happen in the movie. Write under the camera things that you have seen happen in the movie that did not happen in the book.

[illegible][illegible]

Resource T - Week 6 Lessons 3, 4, & 5: Magical Words Choice Board

Name _____

Date _____

Directions: Choose one of the following activities. You will compare The Phantom of the Tollbooth to one of the following text: The Lion, the Witch, and the Wardrobe, Harry Potter and the Sorcerer's Stone, The Wizard of Oz, or Alice in Wonderland. Include the following information in your project.

1. Name of authors and illustrators
2. Places of birth
3. Dates of birth
4. How are the books the authors wrote similar?
5. How do the characters both stories enter the fantasyland?
6. What is the moral of the story?
7. What are some of the problems the characters encounter? Do they react to these problems similarly? Explain.
8. How do the characters in the book solve their problems?
9. What is the moral of the story?
10. How are these two texts most alike? Characters, setting, plot, etc.

Write a letter
to someone
about the books.

Create a
multimedia
project
(PowerPoint,
PhotoStory, etc.)

Write a rap or
song about the
books.

Create a collage. You
can print pictures
from online or use
an app (PicCollage,
InstaFrame, etc) on
an iPad or Android
device.

Free Choice.
Create your own
idea. It must be
teacher approved
and written down
explaining the
procedure.

Write a magazine
article about the
texts. Make sure
you include
pictures.

Pretend that you
are interviewing
conducting an
interview with the
main characters .
Record the
interview.

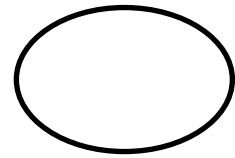
Create a movie
trailer of the
books.
(use iMovie, Movie
Maker, etc.)

Create a comic
strip about the
books.

Resource U - Week 6 Lessons 3, 4, & 5: Magical Words Grading Rubric

Name _____

Score



	10	15	20	25	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow and adheres to time limits (4-6 minutes)	
Subject Knowledge	Student does not address all focus questions.	Student partially addresses focus questions.	Student addresses all focus questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all focus questions with explanations and elaboration.	
Graphics and Mechanics	Student use of graphics does not support presentation. Student's presentation has numerous spelling errors and/or grammatical errors.	Student occasionally uses graphics that rarely support text and presentation. Presentation has multiple misspellings and/or grammatical errors.	Student's graphics relate to text and presentation. Presentation has minimal misspellings and/or grammatical errors.	Student's graphics explain and reinforce screen text and presentation. Presentation has little to no misspellings and/or grammatical errors.	
Preparation and Eye Contact	Student reads all of report with no eye contact. Has no control of sequence, pacing, and flow of presentation.	Student occasionally uses eye contact, but still reads most of report. Has little control of sequence, pacing and flow of presentation.	Student maintains eye contact most of the time but frequently returns to notes. Has some control of sequence, pacing and flow of presentation.	Student maintains eye contact with audience, seldom returning to notes. Has control of sequence, pacing, and flow of presentation.	